Vol. 119 FEBRUARY 17, 1936 No. 4

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A Foreglimpse of the Program

By A. J. STODDARD

President, Department of Superintendence, N. E. A.

The Public Schools of St. Louis

By HENRY J. GERLING, Superintendent

The *How* of Visual Education

BYRON C. KIRBY

Planning a Modern Curriculum

DANIEL P. EGINTON

Ready Made or Custom Cut?

FREDERICK L. PATRY

I Wish My Teachers Wouldn't—

IRL H. DULEBOHN

World at Lessons and *"Enough to Knock You Down"*

BY THE EDITOR

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The JOURNAL of EDUCATION

Twice a Month for Better Schools

ESTABLISHED 1875

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OFFICE OF PUBLICATION: Six Park Street, Boston, Mass.

Contents for February 17, 1936

WORLD AT LESSONS 95
On to St. Louis
Educational Toolmakers
1936 Patriotism
Japan as Customer
Easy Come, Easy Go
Tyranny's Triumvirate
Conservative and Liberal

A FOREGLIMPSE OF THE PROGRAM 97
A. J. Stoddard

THE PUBLIC SCHOOLS OF ST. LOUIS 99
Henry J. Gerling

THE HOW OF VISUAL EDUCATION 102
Byron C. Kirby

PLANNING A MODERN CURRICULUM 104
Daniel P. Eginton

"ENOUGH TO KNOCK YOU DOWN" 105
Anson W. Belding

READY MADE OR CUSTOM CUT? 108
Frederick L. Patry, M. D.

MORE THINGS I WISH MY TEACHERS WOULDN'T DO 110
Irl H. Dulebohn

READER VIEWPOINTS 112

FROM A SCHOOLMAN'S DIARY 113
Francis Read

PEDAGOGICAL PENNINGS 113
R. L. Hunt

WINSHIPISMS 114

THE NEWS DIGEST 115

AMONG THE SCHOOLS 118

BOOK REVIEWS 120

GRINS BETWEEN GRINDS 121

THE JOURNAL OF EDUCATION is published the first and third Mondays in each month, September to June, inclusive, by New England Publishing Company, Six Park Street, Boston. Subscriptions in the United States, $3.00 a year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as second class matter.

Index to Journal of Education is published annually with the last issue in December. The contents are listed in **Education Index.**

The Editors Say...

Congratulations to St. Louis upon its fine spirit of progress, its devotion to educational and cultural ideals—so well illustrated in Superintendent Gerling's descriptive article in this issue; and upon its opportunity to play gracious host to the Department of Superintendence from February 22 to 27.

President Stoddard of the Department gives you an illuminating peek at his program. Dr. Stoddard believes the next five years will determine educational trends for several decades ahead. Is he right?

•

Straws

When orders come from all over the United States for copies of our magazine containing certain articles; when some subscribers write to praise and others to blame us (often for the same article or statement); when schoolmen call us by long distance telephone to tell us what they think about something they've just read in the Journal of Education; and when thirty-one States are heard from in answer to one little Treasure Hunt—when these things happen, we know our magazine is being read with keener interest and attention.

•

For Up-to-Date Ideas

We specially invite you to examine ALL the advertisements in this issue for valuable ideas and suggestions. We hope you will agree with the editorial on Page 95, entitled "Educational Toolmakers."

•

Those Short Stories

We are planning to announce awards in our Short Story Contest—and to begin printing the successful stories—in the issue of March 16.

•

Treasure Hunt

Hunt up the Treasure Hunt in this issue! Sorry it got crowded out of this too talkative column. You'll find it on another page.

FOR TEACHERS OF ENGLISH

(who wish to follow "The Report of the Curriculum Commission")

ENGLISH ACTIVITIES

Provides the Way

THIS New Series is a Distinct Contribution to Educational Thought and Practice. In agreement with the Report, the books of this series make use of the normal activities and social experiences of boys and girls in developing their ability to speak and write correctly and effectively. Through the motivation and guidance supplied in ***English Activities,*** the pupil is led (1) to desire to express himself, (2) to plan what he shall say, (3) to carry out the attempt and (4) to appraise what he has done.

A COMPLETE plan of classroom procedure is supplied for this highly approved method of teaching English. Interest-arousing activities are provided in great number. These are the outcome of natural situations, and in many cases are integrated with other school subjects. Great care has been taken to include types of material for pupils of varying ability.

THE instruction in ***English Activities*** is arranged in well-integrated Units built around centers of interest. Through each successive grade the pupil's progress in his use of good English is steady, systematic, and enjoyable.

By W. WILBUR HATFIELD, *Editor of* THE ENGLISH JOURNAL, *Head of the Department of English of the Chicago Teachers College, and Chairman of the Curriculum Commission of the National Council of Teachers of English, E. E. Lewis, Professor of Education, Ohio State University, and* ***several other authors actively engaged in teaching***

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The JOURNAL of EDUCATION

ANSON W. BELDING, *Editor*

Volume 119 Boston, February 17, 1936 Number 4

World at Lessons

On to St. Louis!

THE superintendents and their associates in school administration have been attracted toward St. Louis, both by its central position and by the splendid reputation which that city has won for itself in education and the fine arts.

But there is more than convenience of location—more than professional atmosphere—more even than a holiday spirit—calling the educators together at this time.

There are problems to be met and solved.

Fundamentally there is the problem of fitting educational offerings and procedures to the needs of a bewildered society—in some respects, alas, a bedeviled society also!

Naturally enough, the question of the social studies will receive marked attention. Let us hope that too much time will not be wasted in telling the schoolmen that social studies are necessary. It will not be time wasted to explain how social studies can be taught in accordance with the best in American hopes and ideals without either slopping over into communism or backing up into complacency over a system which provides no work for ten million people who should have it.

Time will not be wasted that demonstrates how boys and girls can be trained to think about current issues without being told—in controversial matters—precisely what to think.

The artificially stimulated furore over academic freedom ought by now to have subsided, so that the more practical question of how to present sound Americanism in a manner not to be misunderstood, can be considered calmly.

Dr. Stoddard's program promises to shed much needed light on underlying problems. It should prove dynamic with suggestion and with inspiration.

The setting is right. The speakers will be right—at least partly. And the audience will be in the right frame of mind to weigh each statement and suggestion fairly.

Educational Toolmakers

AN EDUCATORS' convention would be needlessly dull without its commercial exhibits. These brighten the scene. They lend variety. And they scintillate with practical ideas.

The word "commercial" really does not apply to most of the exhibits. The firms do, it is true, engage in business in the hope of financial rewards for their efforts. But there is the keenest competition among them—not so much to obtain orders, as to pioneer in newer and better materials and devices to facilitate the work of schools.

The educational business is something different from other lines of business. Its goals are higher—its achievements more worthwhile—its satisfactions deeper.

Education owes an inestimable debt to its colleagues on the outside—who labor with earnestness and marked ability, as toolmakers labor to put into the hands of master craftsmen the implements of their respective arts.

View the exhibits at the St. Louis meeting with appreciation of those persons—your friends—who supply you with the most up-to-date and usable tools the rivalry of brains and merit can produce.

• • •

1936 Patriotism

PATRIOTISM is one thing you might suppose would maintain a steady pattern, year after year—as the famous Model T once started out to do. But patriotism in these times offers us yearly models.

American patriotism in 1935 was frightened of wars abroad, frightened of liberalism at home. It was strong for saluting the flag, for piling up loyalty oaths in state house attics. It wanted to build a fence around the United States—shut out foreign goods and foreign quarrels—lop off the Philippines.

No doubt the 1936 model will be different. Possibly it will be better.

Maybe it will be less worried over imaginary

dangers, more awake to *real* ones—such as politics in education, reckless public expenditure, blocs playing with Congress.

Perhaps it will decide that flag-saluting must come from the educated heart if it is to have any meaning at all.

But 1936 is an election year. And patriotism in such a year will be so divergently defined as to leave the composite pattern none too clear.

The best we can hope for 1936 patriotism is that it will not too closely resemble that of 1935.

• • •

Japan as Customer

THE United States Tariff Commission has been studying our trade with Japan. Since the Tariff Commission is established by law to investigate and report impartially on tariff matters, its conclusions on Japan's commerce with the United States are highly significant.

The commission finds—to the surprise of most Americans—that Japan buys more from us than we buy from Japan; that she does not greatly interfere with our trade in third countries; that she is now our third largest customer; that the major portion of her exports to this country are not competitive with goods produced here. Our chief export to Japan is raw cotton. Our chief import from Japan is raw silk. Even if we omit these two big items, the fact seems to remain that the United States, by and large, benefits substantially from commerce with Japan.

Whether certain American industries—from textile manufacturing to the making of electric light bulbs—are not seriously hurt by Japanese imports, is a question within a question. The commission's report deals principally with the outer question.

• • •

Easy Come, Easy Go

WHEN the banks are loaded with more money than they know what to do with, it is easy for the government to borrow, borrow, and borrow.

Under such conditions, interest on government borrowings falls to ridiculously low rates.

It will be a different story when the banks get to releasing money for the uses of a greatly enlivened industry and trade.

Refinancing will become a more expensive operation for the government.

Issuance of paper money to pay the bonus would stave off more borrowing; put some money into circulation which is going to be put in circulation anyway; and would be a still easier way to raise the sum required. But—the easier the money, the greater the temptation of a none-too-level-headed Congress to spend more and more and more. Besides, any move that makes higher prices increases the burden for people with fixed incomes.

• • •

Tyranny's Triumvirate

GERMANY has survived three years of Hitler and entered a fourth.

His policy of economic isolation—tariffs, quotas, embargoes, and the like—has caused the German people to pay dearly for many of the commonest necessities, if they can buy them at all.

His treatment of the Jews is medieval and barbaric.

His boasts of reductions in unemployment are mostly based on military conscriptions, increased manufactures of war materials, and a wholesale removal of women from the roster of employables.

Dictatorship thrives by muzzling the press and deceiving the people.

A minister of propaganda and education is a most important officer, in such cases. Goebels keeps Hitler in power by telling the people what they are to believe about him. But if they don't—there's Goering to fall back upon. He represents the line of force.

Hence the formula for a tyrant: Tie up the facts and spread the desired impressions. At the same time, have plenty of men under arms to convince the doubting.

When either of these signs appears in America—WATCH OUT!

• • •

Conservative and Liberal

IT IS an America of strange contrasts. View the political scene, for example.

A number of prominent Democrats, including two former candidates for President, John W. Davis and Alfred E. Smith, are lifting their voices against what they regard as an excessive liberalism on the part of the New Deal. They cry down Socialism and champion the Constitution.

On the other hand a group of influential Republicans, including U. S. Senator William E. Borah of Idaho and Governor Alf M. Landon of Kansas, with equal fervor urge the Republicans to loosen up and be less conservative than they were under Mr. Hoover.

If the Democrats should heed the conservative Al Smith and the Republicans the liberal Senator Borah, the crossed wires would make the voters more confused than ever.

Anson W. Belding

A Foreglimpse of the Program

Many Timely Issues Will Be Considered by the Nation's School Administrators at St. Louis

By A. J. STODDARD

President, Department of Superintendence, National Education Association

IN the preparation of the program of the superintendents' convention at St. Louis, February 22-27, every effort has been made to bring into focus the outstanding political and economic issues as they relate to school administration. A general session will be devoted to a symposium on current national problems by speakers representing the nation's major political parties. This novel feature is introduced at a time when political opinion is divided by sharp differences, with the thought that an authoritative statement of these differences will contribute to an appreciative understanding of national affairs essential to educational leadership in a democracy.

Convention plans go further than to make provisions for greater insight into present social difficulties. How the school may help solve these difficulties through a revised and adapted curriculum of social studies will be the theme of the 1936 Yearbook Commission's report. The current volume of this annual publication of the Department of Superintendence was written by recognized leaders in the subject of the relations of school and society, and is outstanding in character. Members of the Commission are: Charles B. Glenn, superintendent of schools, Birmingham, Ala., *chairman;* Charles A. Beard, author and historian, New Milford, Conn.; Herbert B. Bruner, Teachers College, Columbia University; Leslie A. Butler, superintendent of schools, Grand Rapids, Mich.; George S. Counts, Teachers College, Columbia University; Frank N. Freeman, University of Chicago; Leonard V. Koos, University of Chicago; Paul T. Rankin, supervising director of instruction, Detroit Public Schools; Virgil Stinebaugh, director of Junior High Schools and Curriculum Revision, Indianapolis Public Schools; Ralph W. Tyler, Ohio State University; and Howard E. Wilson, Harvard University.

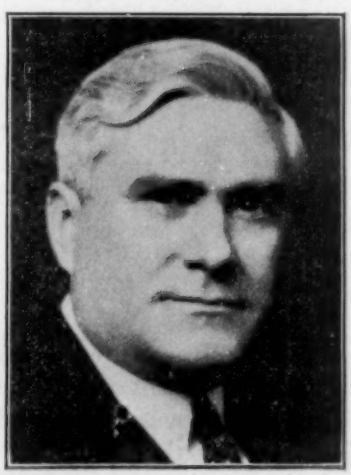
•

Discussion of the *Yearbook on the Social Studies Curriculum* will be opened by Charles A. Beard, author of two of its most significant chapters. Dr. Beard's topic will be "The Scholar in the Midst of Conflicts." Following his address, a jury panel consisting of members of the Commission led by its chairman, Charles B. Glenn, superintendent of schools, Birmingham, Ala., will discuss the Yearbook. The importance of this document is indicated in the following selections from its chapter headings:—

The Role of Education and the School.
The Selection of Content for Social Studies Courses.
The Utilization of Community Resources.
Continuous Curriculum Revision.
Grade Placement in the Social Studies.
The Teacher and Classroom Technics.

The Yearbook panel discussion will include two representatives of the audience, Superintendent Frederick H. Bair, Shaker Heights, Ohio, and Worcester Warren, superintendent of schools, Bridgeport, Conn.

The application of principles set forth in the Yearbook will be demonstrated by the clinical method under the direction of Roy Hatch of the New Jersey State Teachers College at Montclair, who will teach on the stage a class of St. Louis High School seniors in "Problems of Democracy." Louis P. Benezet, superintendent of schools, Manchester, N.H., will evaluate the methods used by Dr. Hatch, from the standpoint of the educator. Rabbi Abba Hillel Silver of Ansel Road Temple, Cleveland, whose address at the Department of Superintendence banquet at Cleveland proved him



PRESIDENT STODDARD

a brilliant analyst of school and social relations, will discuss the class demonstration from the standpoint of a layman. The demonstration and discussion will be made a general session of the Department. Microphones will be used to bring both recitations and discussions clearly to a large audience.

•

Other discussions of the role of the schools in democracy will include an address by George D. Strayer, Teachers College, Columbia University, on "The Promise of the Democracy and the Performance of the Politicians." Arthur G. Crane, president, University of Wyoming, will speak on the subject "America Must Choose."

•

The problem of federal support of education, which is certain to be pressed by the friends of education in the present Congress, will be the topic of an entire general session program. Speakers at this session will be Paul R. Mort, director, School of Education, Teachers College, Columbia University; Lotus D. Coffman, president, University of Minnesota; and Charles H. Judd, head, Department of Education, University of Chicago. National relations to education will figure also on another program, when United States Commissioner of Education John W. Studebaker will discuss "Government in Education."

Agnes Samuelson, state superintendent of schools in Iowa, and president of the National Education Association, will speak on "Rural Education and the National Welfare." Other special fields of education to be emphasized at the convention include the high school, rural school, and adult areas. Thomas H. Briggs, Teachers College, Columbia University, will outline issues of secondary education. Kirtley F. Mather, professor of geology, Harvard University, will deliver an address on adult education.

Special school subjects will occupy the attention of delegates at an entire session. Carl L. Schrader, state supervisor of physical education, Boston, Massachusetts, will speak on "Physical Education Becomes a Fundamental." Howard Hanson, director, Eastman School of Music, University of Rochester, will speak on "Music Invades the Public School Curriculum"; and the visual arts field will be represented by John L. Tildsley, associate superintendent of schools, New York, whose subject will be "The Immediate Values of Art Education."

Other prominent speakers include: Dr. Payson Smith, Harvard University; Hon. Bernard F. Dickmann, mayor of St. Louis; Dean John W. Withers, School of Education, New York University; and Superintendent Henry J. Gerling, St. Louis.

•

A feature that will be of interest to everyone in attendance is the organization of thirty-six sections devoted to the several subject fields of education of particular concern to the school administrator. Two sectional meetings of this character will be held during the week. The first program will be argumentative and conducted as debate. The second session will be conducted as deliberative discussion in such fields as childhood education, elementary schools, junior high schools, senior high schools, adult education, post graduate and junior college, education of out-of-school youth, teacher training and rural education.

•

An executive business session of the Department will be held Tuesday afternoon to consider the report of the committee on a Long-Range Program for the Department of Superintendence, the chairman of which is Paul C. Stetson, superintendent of schools, Indianapolis, and former president of the Department. This committee will report on such questions as: What revisions should be made in the constitution of the Department of Superintendence? Shall a new name be adopted? Shall a new procedure for electing the president be adopted? Shall the dates for the convention be changed? Shall the publication of the Yearbook be discontinued?

•

The convention will officially open on Saturday, February 22, when members may register in the Municipal Auditorium where general sessions and many sectional meetings of the convention will gather. Exhibits will be open to inspection until 9 o'clock Saturday evening.

The first general session of the convention will be held on Sunday afternoon when Glenn Frank, president of the University of Wisconsin, will make the vesper service address. An unusual Sunday night program will include a program of music by a combined chorus of 600 negro voices from church and school choirs of St. Louis. The repertoire of this program includes heart songs of long ago, negro spirituals, and modern songs by negro composers.

•

The city of St. Louis affords exceptional convention facilities. The new municipal auditorium is one of the most commodious and elegant convention halls of the nation. The central location of the meeting place and its convenient position with reference to hotels will add to the pleasure of those attending the convention. The mid-continental position of St. Louis and its excellent railroad, highway and airline connections are factors which are expected to promote large attendance.

EIGHTH IN THE SERIES OF "REPRESENTATIVE SCHOOL SYSTEMS"

The Public Schools of St. Louis

By HENRY J. GERLING
Superintendent of Schools
St. Louis, Missouri

Visitors Wishing to Inspect St. Louis's Educational Offerings Will Find This Article a Convenient Guide

THE public school system in St. Louis became widely known under the leadership of Dr. William T. Harris, who began his career in this city as a teacher. From the rank of teacher he made rapid progress to the superintendency. In this position he initiated forward looking policies of public education, which made the school system notable and its leader nationally famous. Another contributor was Miss Susan E. Blow, about whom books have been written. She had the dynamic personality necessary to place St. Louis on the educational map of this country by opening and conducting here the first successful public school kindergarten in the United States.

Through a half century of intervening years many other educators have contributed progressive ideas which are embodied in the present program of the public schools. Among these developments perhaps the most outstanding is to be found in the expansion of the school curriculum. The schools are offering today practically every type of instruction that is current in modern education. With this expansion of the curriculum accompanied by numerous changes in educational methods, has come also a gradual improvement in the administrative organization.

Ninth Grade Centres

One of the most recent features of the St. Louis school system is the development of ninth grade centres. Necessity was the mother of this invention; but nevertheless it is proving to be an administrative device of real educational value. The ninth grade is really a small one-year high school operating in the vacant rooms of a selected elementary school building. The teachers are regular high school instructors. The curriculum is the same as that offered in the regular high school buildings. The elementary school principal who is in administrative charge operates the ninth grade centre as a separate institution. Ninth grade centres are now sufficient in number and location to accommodate nearly all of the ninth grade pupils; and if the high school enrollment continues to increase, it will not be long until all high schools in St. Louis are three-year high schools beginning with the tenth grade.

Although St. Louis had endeavored unsuccessfully since 1917 to spread a junior high school organization in the city, the 6-3-3 plan never developed sufficiently to accommodate more than 25 per cent. of the pupils. In the meantime the senior high schools continued to be four-year high schools. Development of the ninth grade centre is rapidly changing the senior high schools from the four-year to the three-year schools, and it is providing a nucleus in each community for integrating ultimately the work of grades seven, eight, and nine, if so desired.

Attention to the Retarded

Another recent feature of the school system is its development of centres for the instruction of boys and girls who arrive at or near the end of the eighth grade considerably retarded and without the proper background of training and ability in the judgment of the principal to proceed with the usual high school courses. These over-age children are permitted to attend these pre-vocational

PLAYGROUND DANCING CLASS

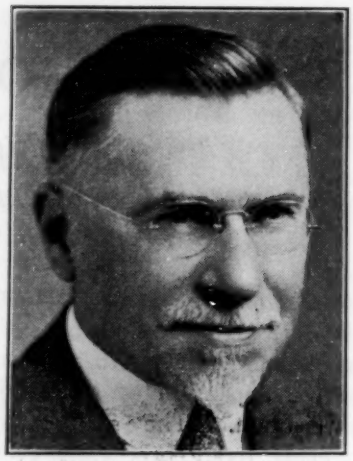
centres under the supervision of the assistant superintendent in charge of the vocational schools, and there continue their studies on an academic basis that falls within their range of mastery. At the same time they are given wider opportunities to develop interests in various manual and industrial activities. This plan is designed to help solve the problem of excessive failures in the regular high school grades. The Henry School, 1220 North Tenth Street, was opened for work of this kind in the fall of 1934, and the Blow School, 516 Loughborough Avenue, was reorganized for such classes in September, 1935.

Vocational Instruction

Vocational education began tardily in St. Louis, but on the very eve of the economic depression a program of vocational instruction under the Smith Hughes Act was expanded to include the construction of the new Hadley Vocational School, 3405 Bell Avenue. This school is one of the outstanding exhibits of the system. The Hadley Vocational School gives not only instruction in the various kinds of shop work and mechanical trades, but offers courses also in commercial training. The present enrollment exceeds 2,500. At the same time a vocational school for negroes was opened in the Vashon High School building; and a year ago, this school was housed in a separate building at 814 North Nineteenth Street, now known as the Booker T. Washington Vocational School. The enrollment in this school is approximately 400.

Board Maintains Museum

In the city block adjoining the Hadley Vocational School is the Educational Museum, an institution maintained by the Board of Education for the past thirty years to supply visual aids to instruction. This institution had its beginning in the St. Louis World's Fair of 1904. The first supply of exhibits was transferred to the museum from the World's Fair. Additions to these exhibits have been made year by year since that time, and today a large variety of collections is available to supplement classroom and textbook instruction.



SUPT. HENRY J. GERLING

He began his superintendency in St. Louis just on the eve of the economic depression. He has made an outstanding contribution to public education through upholding high standards of educational service in spite of severe inroads upon school income.

Characteristic of Dr. Gerling's tenacity in adhering to high ideals, is his pledge of $25,000 from personal resources to guarantee the school children against loss of their school bank deposits.

Dr. Gerling has been widely recognized as a man who combines educational insight and keen business acumen in the management of public school affairs.

High Schools Overflow

High school enrollment in St. Louis has increased more than 50 per cent. in the past eight years. All of the high schools in the city are crowded almost to maximum capacity. A new high school is under construction, the first to be built since 1925. To take care of the increasing enrollment, all of the junior high school buildings have been appropriated for senior high school use, as many vacant rooms in elementary schools were occupied by the ninth grade.

The opening of the Vocational School has tended to draw away from the high school those who have a purely vocational interest for further study. A survey of high schools made recently by the Division of Tests and Measurements, aided by a group of statistical clerks appointed by the Federal Emergency Relief Administration, shows that the high school students in St. Louis are now electing essentially academic studies and that the standards of scholarship are relatively high. The secondary school curriculum in St. Louis is cosmopolitan in character as it has been from the beginning, each high school offering a full range of authorized courses, thus giving a wide range for elective courses.

Schools for Handicapped

Special schools for children with handicaps of any kind constitute one of the principal characteristics in the St. Louis school system. Among these special provisions are classes for children who are found to be mentally deficient, classes for sight conservation, classes for the hard of hearing, classes for speech correction, hospital classes and special schools for the physically handicapped, schools for the deaf, and schools for children whose general health is impaired. In the special schools for the mentally deficient children, effort is made to modify the program of instruction to suit the individual ability of the child and to provide activities according to individual needs. In all classes for children who are physically handicapped,

however, whether blind, deaf, crippled, or ill, the primary effort is to help such children acquire the benefits of the regular school program in spite of their particular handicaps. In sight conservation classes, for example, books with large, clear type are provided. For the hard of hearing, lip reading is taught. One of the most interesting exhibits in equipment for special education is the Elias Michael School for physically handicapped, 4568 Forest Park Boulevard. This school was built in 1925.

Provision for Negroes

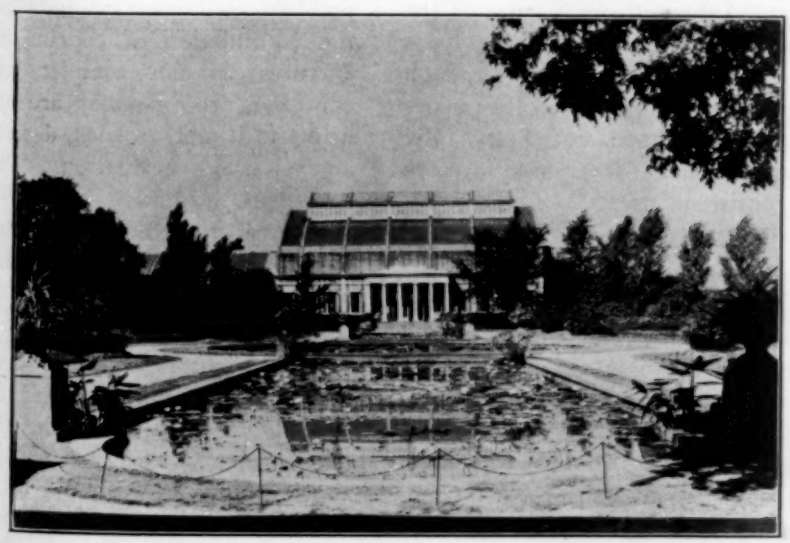
Another feature of the St. Louis school system is its special provision for negroes. Under a constitutional provision in Missouri separate schools are required. The Board of Education in St. Louis provides for the colored school system all facilities authorized for the other schools. It maintains Harris Teachers College for the exclusive purpose of training elementary teachers for the white schools, and it maintains the Stowe Teachers College, likewise, to train elementary teachers for the colored schools. It has the Herbert S. Hadley Vocational School, white, and the Booker T. Washington Vocational School, colored; in matters of curriculum, requirements for teachers, salaries, school buildings, equipment, and supplies, similar standards and authorizations are administered. Among the interesting illustrations of the provisions for negroes is the Cole School, newest of the colored elementary schools. This school is located at 3935 Enright Avenue, and besides the regular eight grades and kindergarten it has provision for industrial arts and home economics. Another illustration is the Turner School, 4235 W. Kennerly Avenue, a beautifully arranged school built in 1925 for several kinds of special classes. This building has classes for crippled children, open-air class for those of weakened health, a class for the deaf, and the hard of hearing, and also a separate class for pupils who are mentally deficient, as well as provisions for other types of handicapped children. There are two large colored high schools, Sumner and Vashon, in St. Louis.

A Bi-partisan Board

The St. Louis public schools operate under the control of a Board of Education consisting of twelve members. The board is bi-partisan as required by a law recently enacted by the State Legislature. Its members serve without pay for a term of six years. They are chosen by popular vote. The board administers its work through separate departments. The executive officer in each department reports to the Board of Education through a designated standing committee. The board reorganizes in October each year. It selects one of its members to serve during the year as president, who, in turn, appoints the committees. The departments maintained by the Board of Education are: Department of Instruction, presided over by the superintendent of instruction; Department of School Buildings, under the control of the building commissioner; the supply department, directed by the supply commissioner; the finance department, under the management of the secretary and treasurer; and the accounting department directed by the auditor. The board also employs an attorney. The executive officers co-operate with each other on all matters which have mutual concern.

Schools Are Solvent

One of the most satisfying features of school administration in St. Louis is the fact that the school system is solvent. The Board of Education is constructing a new high school at the present time on the basis of a small bonded indebtedness and a PWA grant. The only other indebtedness incurred by the Board of Education in St. Louis prior to this time was a bond issue of $3,000,000 in 1917 for the purpose of constructing school buildings during the World War emergency. That issue has been liquidated through a sinking fund provided by law at the time the bonds were approved. Through the remainder of its history, the Board of Education has purchased school sites, constructed buildings, and made all other



ENTRANCE TO MISSOURI BOTANICAL GARDEN
(SHAW'S GARDEN)

permanent investments out of current income. St. Louis derives more than 80 per cent. of its school fund from a school tax. The authorized tax rate since 1921 has been 85 cents on each $100 of assessed valuation. It is renewable by popular vote at a special tax election held at the end of each four-year period.

This financial policy of the Board of Education with respect to indebtedness greatly facilitated the adjustments that were necessary when the general economic depression caused a diminution in school revenue. By postponing building activities and other capital outlays, a large portion of the reduction in income was offset temporarily. Retrenchments in educational service, salaries, and other current requirements were much less in St. Louis than would have been required under a policy of operating with a heavy bonded indebtedness. In order to meet fully the diminishing income during the depression years, certain other retrenchments, however, besides that of postponement of capital outlays had to be made. Salary increases were discontinued for two years, but they were restored last July. A reduction of 10 per cent. in all salaries above $1,200 was ordered in 1932, and is still in force, but the minimum point of application was raised this year from $1,200 to $1,300.

No vital services of the school system were impaired seriously at any time. Consequently, the St. Louis school system is in readiness to move forward constructively on the first felt wave of financial prosperity.

The Board of Education maintains offices in its building at 911 Locust Street. This office building, in use by the Board of Education for more than forty years, is a substantial seven-story structure, and it affords ample space for conducting the business of the Board of Education besides having about four floors for rental purposes. Visitors to the Department of Superintendence are invited to make inquiries at the office of the Board of Education for any information they may desire concerning the schools.

The *How* of Visual Education

By BYRON C. KIRBY
Principal, Oliver Platoon School
South Bend, Indiana

VISUAL education is fundamental to effective teaching. It helps the child to see as well as to hear; to experience as well as to think; to contact reality as well as to wander through abstractions. Visual education surrounds subject matter with interest, life, reality; it is, if properly managed and controlled, a most important aid in teaching; if poorly managed, a waste of time.

The following points relative to visual education are important: (1) Visual education includes the use of stereopticons, pictures in texts and magazines, and illustrations placed on the board by the teacher. These primary phases of visual education are slighted in many schoolrooms. To be effective one should use all the pictures possible in teaching—he should examine them, analyze them, discuss them in class. Moreover, he should use the board freely to illustrate points that he discusses. Roughly sketching river systems, canyons, peninsulas, mountain chains and settings in literature as one talks about them helps the children understand the full significance of the point in question. These types of visual education, although recognized and used by many teachers, have not been fully capitalized. They deserve more consistent use.

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(2) Often pictures and reels are used in the wrong way. For instance, it is not a good policy to show a series of pictures or a reel every day without any discussion. One can show pictures more readily than they can be absorbed. Complete discussion is as necessary to the proper integration of a picture as a digestive juice is to digestion. The time to show pictures is when they fit into the problem at hand, when they help advance the educational frontier, when they are necessary to establish a specific bond. Teaching implies a problem, material that relates to the problem, evaluation, thought and the formulation of conclusions. Pictures do not complete the educative process—they are elements in it and, as such, deserve analysis and evaluation. Pictures are essential but it is necessary to understand and appreciate them just as any other mass of details.

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(3) Pictures may be used (a) at the beginning, (b) in the unfoldment, or (c) at the end of a project. (a) When used at the beginning they should be of such a nature as to create interest, indicate problems and motivate continued activity

They should not cover the whole field, solve all problems, or close the issue. They should lay the foundation, indicate the skeleton. Here the teacher should lead in the discussion. (b) Pictures and parts of reels used in the unfoldment of a project should pertain only to the point at issue—they should be definite and specific. (c) Pictures and reels used at the end of a project should be all-inclusive. Their purpose is to summarize, unify and complete the meaning; it is to definitize, generalize and integrate learning. In this phase of the work members of the class should explain the picture as it unfolds. This helps fix the facts in mind and gives the children training in talking before the class.

Sixteen millimeter sound equipment is being rapidly adapted to classroom use. Sound pictures add interest and understanding; they afford not only a clear view of the subject under discussion, but, what is just as important, a perfect analysis of it by an expert. Sound equipment is a material adjunct to the educational facilities of the school. It vitalizes and invigorates instruction. The above is not meant to minimize the importance of the 16MM silent films. A superior, well-informed teacher can secure, perhaps, as good results with silent equipment as it is possible to secure with sound equipment.

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Among the problems connected with visual education are the following: (1) Securing projectors; (2) securing reels; (3) the selection of films of general interest for the school as a whole; and (4) the selection of films of specific interest for individual groups. (1) The prices of the 16MM projectors range from about one hundred and twenty-five to two hundred dollars.

Hence, the first problem in establishing visual education programs is foremost. It can be met in one of several ways or by a combination of them. That is, (a) a school may buy its own projector; (b) the board of education may buy one projector to be used by all the schools in the system provided the system is not too large; (c) the board of education may buy machines on the basis of one for each group of three or four adjacent schools; (d) the board of education may purchase a machine for each school. This policy should be the ultimate goal of the board, at least in respect to buildings having over fifteen teachers. Visual education is an aid to teaching just as are pianos, maps and playground apparatus. Consequently, projectors and screens are necessary equipment and should be supplied whenever financial conditions warrant.

(2) Reels may be purchased by the individual schools or the board of education. Since the price ranges from thirty-five dollars up it is a good plan to purchase only those films that are basic to the course of study and difficult to secure. The individual schools can secure the great majority of reels they need through rental, enrollment with distributing agencies at nominal rates or the various free services. Some good sources are: Indiana University, Bloomington, Indiana; National Council Y.M.C.A., Chicago; the Directory published by the Victor Animatograph Corporation, Davenport, Iowa; American Social Hygiene Association, New York; Society for Visual Education, Chicago; Department of Interior Bureau of Education; Public Health Service, Washington; Industrial Motion Picture Bursar, New York; National Motion Picture Company, New York or Indianapolis. The following conduct valuable free services: Films of Commerce, Pathe Building, New York; Castle Films, Wrigley Building, Chicago; Department of Commerce, Pittsburgh, Pennsylvania.

(3) It is a good plan to have monthly visual education programs of a general nature which will serve as basis for school assemblies. These programs should be of general interest, yet purely educational, not over four or five reels in length and closely supervised. Thirty-five MM sound films are best adapted to this use. The manager of our neighborhood theatre invites us to his building for these programs. More than this he supplements our program with three educational sound pictures and furnishes the light, power and operator at no cost to the school. This is an excellent co-operative plan; it teaches the children how to conduct themselves in a commercial theatre; it develops a constructive appreciation in the field of pictures; and it suggests to the management of theatres the need for constructive elements in a movie program. The people will have what they want. It is our duty to create the right kind of wants.

(4) The films of specific interest should be studied in the various classrooms from kindergarten on up as the subject matter demands. This program cannot be handled in a mechanical way; it is not uniform; it is an individual problem or a problem of departments. Various teachers want different films throughout the course of a week. They should have them on time. In the main, the reels for each department should be chosen at the beginning of every semester by a committee representing the group. This plan need not prevent a teacher from securing additional films any time that she needs them. Flexibility is the dominant note here.

One learns best when the subject matter is concrete, tangible, visible. Hence the value of a broad, well-planned program of visual education.

Planning a Modern Curriculum

By DANIEL P. EGINTON

IF all of the so-called courses of study and other curriculum materials which have been "constructed" were suddenly destroyed, would it be a blessing or a curse? Would the educational wheels stop, turn backwards, or go ahead? In my judgment it would be a godsend to education because it would free teachers from some of their shackles and encourage administrators to face squarely the question: "What type of materials can be prepared in advance which will help, not hurt education?"

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The very title itself—course of study—indicates the narrow, stilted, dogmatic methods and materials which have generally been prescribed to help students grow satisfactorily, which is the purpose and method of good education. Students cry for rich, creative experiences but we give them "lessons" in spelling or algebra! The hand that rocks the cradle is the most powerful of all, but we hold that our responsibility does not begin until children come to school! All students are so different that they must be dealt with individually, but we subscribe one program for everyone or else fool ourselves by setting up some impressive-looking A, B, and C divisions! The out-of-school experiences are more significant than the in-school ones, but they are seldom considered except as part of boresome home study!

If these unfavorable conditions were widely recognized and discussed, the dark picture might have a bright framework. Most people, however, neither know nor care. Promotions and jobs depend more upon "contacts" and a smooth tongue than upon leadership, insight, ideas, and honesty—plus determination to do something.

If I could satisfactorily answer the question raised in this article, I think I should be the one and only. No one, unfortunately, yet knows enough to say the last word. This article is a new approach to a problem that is as old as formal education. I plead, therefore, for tolerance and co-operation in thinking further about the proposals which I shall make. It seems to me that we might well concentrate our attention on providing the following types of materials.

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1. *Illustrations of desirable methods and pieces of work.* These may well be of many different types and arrangements. Some of the best work being done in curriculum planning consists of reviews of units which have been carried out by the better teachers. These vary in practice from brief descriptions to comprehensive detailed reports, such as given by Miss Porter in *The Teacher in the New School.*[1] These should be carefully edited by a competent educator, calling attention to significant points and raising problems to stimulate further study.

In addition to illustrated units, it is desirable to provide illustrations of desirable methods of doing minor things, such as help pupils learn to read, to construct a frieze, to work in a committee, to organize a rhythm band, or to master other skills and technics.

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2. *Statement of desirable aims and objectives of education.* These should be co-operatively worked out and expressed in terms of habits, attitudes, ideals, skills, understandings, concepts, physical growth, and other traits. These are necessary to help teachers, other adults, and children set up desirable objectives—the first step in educational method. They should be kept uppermost in educational work to provide direction, suggestions, and a suitable background or pattern for integration. Illustrations and suggested activities should be included to promote clearness and understanding. The best way of organizing and presenting will still have to be determined experimentally.

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3. *Program Outlines.* This is a new term suggested to designate the materials which should be provided to help leaders and students initiate, plan, execute, and carry out experiences closely related to areas such as social science, physical science and mathematics, fine and applied arts, communication and language, and health and recreation. The programs for these areas need to be broad and suggestive, rather than narrow and prescriptive. They should be more like sources of aims, activities, methods, etc. Care must be taken to provide integration with organic wholes or units.

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4. *Bibliographies.* These should be provided for both the immature students and the adults responsible for guiding and stimulating young people. They should include likely units or problems and also guides for professional advancement. Lists should include books, magazines, bulletins, pamphlets, and newspapers.

5. *List of Community Resources.* In order to use all of

(Continued on Page 114)

1. World Book Company, 1920.

"Enough to Knock You Down"

By ANSON W. BELDING

A FRIEND of mine recently told me about a visit which he paid one day last summer to a book bindery in a certain large city.

This bindery not only binds new books but rebinds old books. Its largest orders for rebinding come from the public schools of its own and neighboring cities.

Each summer, thousands of decrepit old textbooks are landed there to be repaired and returned to the schools in time for fall opening.

The number of such books has been increasing in recent years. Moreover the condition in which the books arrive has been growing worse.

The proprietor of the bindery showed my friend about the plant. It was a hot day in July. In front of one closed door they halted.

"Take a deep breath before we go in here!" warned the guide, as he turned the knob and swung back the door.

My friend testifies that "it was enough to knock you down"—the smell coming from those grimy, greasy books. For this was the storeroom for the schoolbooks which were to be rebound. The proprietor said the books would have to be taken out in small lots to the repair room, since otherwise the workers might faint.

And these filthy, dilapidated, stinking textbooks were to be resewed and strengthened a little; then sent back to the schoolrooms to be distributed among the boys and girls.

All this in an age which knows more about the laws of health—about disease germs—about sterilization and antiseptics—about cleanliness and disinfection—about the need of individual drinking cups and sanitary food wrappings—than any other age since history began!

A noted physician, Dr. L. Vernon Briggs of Boston, recently spoke out on this subject of dirty schoolbooks. He declared them a potent means of spreading disease to the homes. He said:—

"Pupils used to be obliged to buy all of their own books and in this way they took good care of them and contagion was reduced to a minimum. Now, they pass on from one class to another, become soiled and infected, resulting in all sorts of diseases becoming epidemic in the schools, which reduces the children's attendance and also disables them mentally and physically."

But the spreading of disease is not the only indictment against the dirty schoolbook passing from one child to another. There is the emotional effect to be thought of. When teachers really succeed in discovering the attitudes of children toward study and the reasons for those attitudes, they will see that those disreputable books are making children hate learning and despise books.

Whether the answer is to supply an entirely new set of books every year at public expense (where schoolbooks are already provided by the taxpayers), may be doubtful under present economic and financial conditions in most communities. This may come in time, however, and would be a worthy solution, matching American standards in other matters.

A lot of improvement could be made immediately by school authorities turning over a new leaf, so to speak, with regard to the retention of books in service. Let them have a little more respect for the laws of health and common decency. Let them not be deceived by a need for economy which has somehow taken itself out on books—and on the comfort, health and self-respect of those who are required to use them as sources of knowledge.

Textbooks which are "enough to knock you down" should themselves be knocked down—and out!

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Ready Made or Custom Cut?

By FREDERICK L. PATRY, M. D.

Psychiatrist, State Education Department, Albany, New York

THE maladjusted child primarily is a misunderstood child. Every child wants to succeed and win social approval and he will if adequate opportunity is afforded in giving him satisfactions in worthwhile accomplishments. These must respect his level and kind of ability, special interests, capacity for appreciation and fundamental needs with respect to prestige or group recognition. He must also feel reasonably secure with his fellows and have a sense of belonging—that he is wanted. His happiness and social adaptation will be furthered by giving him praise or commendation for reasonable effort in keeping with his limitations.

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The progressive school seeks to discover each child's special strengths, talents, interests, and creative capacities. Opportunities are provided to discover and unfold his latent and potential worthwhile capacities in order that they may be developed to the full. Every child should be recognized as a relative specialist in at least some one thing that is his outstanding strength. Originality and creative expression capacities are fostered keeping in mind the need of mastering fundamental knowledges, skills, attitudes and habits which are necessary for effective communal day-by-day living.

The child that does not get along well, the misfit, the failing and unhappy child, the complaining pupil or the child who presents behavior and personality twists should be objects of special study. We realize that it is more important to know *why* a child does a thing than what he does. Causes for maladjustment must be discovered if we are intelligently to treat and prevent them. Behavior is regarded merely as a symptom to be interpreted, an expression of the child seeking satisfaction. Perhaps we are expecting too much or too little, or too rapid progress for the child's degree of development. When he attempts to meet stress and strain too great for him he protests with "nerves," or becomes a behavior problem or escapes in seclusiveness and unwholesome daydreams.

"The happy school child is our best single criterion of the worthwhileness of his educational experience. . . . Every child will put forth reasonable effort when the opportunity of experiencing success or satisfaction in meaningful activities is at hand."

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Everything should be done to put the child in the best possible condition to profit from his school experience. Of primary concern is the removal and correction of physical defects, drains or infections. Home environment should not be a source of conflict, and hygienic conditions must be satisfactory. Extra-class activities should be intelligently organized and supervised from the recreational and character building standpoints. Growth in initiative and responsibility comes through adequate opportunities for their cultivation. The same applies to all other types of health, character and citizenship attitudes and habits. Capacity should be developed for effective and happy utilization of leisure time. This is an important and enlarging educational obligation.

If we keep in mind the above principles in adjusting the school to individual child needs, there will be less educational wastage and a significant reduction in blind-alley teaching. Each step of the learning process will be purposeful and meaningful to the child in terms of needs and satisfactions which are socially approved. The happy school child is our best single criterion of the worthwhileness of his educational experience. Until he becomes emotionally adjusted little progress will be made in developing his intellectual, physical and social assets. The child as a whole is our concern. This implies the need of intelligent cooperation on the part of home, school and community. But of chief concern is the type and quality of personality example of adults with whom the child rubs elbows. Parents and teachers must be functioning at their best if the child is to adjust satisfactorily to 24-hour living.

Let us briefly illustrate some of the principles referred to above. What should be our attitude and practice in evaluating pupil progress in terms of marks, grades, the use of report cards and the significance of examination results? Keeping in mind the welfare of the pupil as our social unit, we would say that each of these items may justify itself if properly interpreted by pupil, teacher and parent. But at best they are only means to an end. If they stand in the way of developing to the optimum happy and effective socialization, or if some other means of evaluating meaningful growth in the process of living has promise of greater helpfulness to all concerned, it is our obligation to

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put newer methods to a reasonable test and to discard outmoded customs. Thus we see the growing utilization of comment and letter evaluations on the part of the school, followed up by personal interviews of teacher with parent and pupil.

There is a growing tendency to eliminate failure in school experience. A failing child fundamentally means that some adult has blundered. If we had known enough about his abilities, specific interests and feeling-attitudes, and also knew enough about methods of giving him the desirable performance satisfactions, there would be few failing children or social misfits and maladjusted individuals. The fault essentially lies with adults, not with children. Every child will put forth reasonable effort when the opportunity of experiencing success or satisfaction in meaningful activities is at hand. The common remark, "He could succeed if he would only try harder," usually indicates a lack of understanding of child nature and needs.

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Would you like to attend a school where every pupil passed? Where each child went along at his optimal rate of progress in terms of the fullness of living? Where standards of performance are not worshiped except insofar as they are tailor-cut to fit the individual needs of children? Can you imagine what effect such a practice would have on problems of school attendance, "nerves," truancy and delinquency of various types? Fortunately such school practices are on the increase. And it must be kept in mind that the rapidity of progress which a school may make very largely depends upon the enlightened co-operation of every responsible adult in the community.

Last October, Governor Lehman had the splendid prevision to call together in Albany a Crime Prevention Conference. This was a momentous occasion for education. The challenge was apparent that the school has a most enviable opportunity and obligation in the prevention of social maladjustment and anti-social behavior. The classroom teacher is the first line of organizable defence in a crime prevention program. The teacher with the aid of specialized help, particularly preventive psychiatric service, can be trained and educated to know individual children so well that the earliest signs and symptoms of maladjustment may be recognized and nipped in the bud before more serious developments ensue.

More Things I Wish My Teachers Wouldn't Do

By IRL H. DULEBOHN
Superintendent of Schools
Ramsay, Michigan

Second in a Series

I WISH that teachers wouldn't frighten children. It is enough that misguided and child-pecked parents advise their children that the teacher will get them if they aren't good; enough that a teacher is thus ogreized at home for the correction of errant offspring. For a teacher actually to act the part in school before trustful but trembling childhood, that, as Andy, would say, is BAD.

Fortunately, of course, there are some happy children who do not frighten easily. No matter how cross the teacher becomes, no matter how she rants and raves, stamps and tears her hair, regardless of the type of her tantrums, these fortunate souls are able to pursue the even tenor of their way. They may from time to time even provoke outbursts for the sake of the diversion such outbursts afford. My hat is off to these fortunates, but it is not for them I speak. They ask no sympathy and need none. They speak and care for themselves.

It is the timid soul who suffers from the temper of teachers. And when I say suffers, I mean *suffers*. I know. I was a timid child. The timid child is afraid to go to class. He dislikes scenes, and he knows that scenes abound there. He is afraid to recite. He abhors being held up to ridicule as all students are who fail to please the teacher's fickle fancy. He would rather remain silent and be thought a fool than speak and be made to appear one. He prefers to take a low grade rather than risk incurring the teacher's ready wrath. No pupil can do his best in that attitude of mind.

I do not like the frightener of children. I dislike all whose discourse runs to don'ts and thou-shalt-not's. I detest shouting, sarcasm, and ridicule. I abhor temper and tantrums—the stamping of feet and the tearing of hair—the pacing, in the caged-lion manner, of floors. The tantrum tosser is, in my opinion, of little worth. To the hard boiled she is a source of merriment and an inspiration to mischief. To the even tempered she is a waster of valuable time. To the timid and sensitive she is a constant terror. To none is she truly a teacher. One true teacher is worth a dozen terrorizers in any market.

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I wish that teachers wouldn't be partial. That, of course, is equivalent to wishing all teachers perfect. True impartiality is almost as hard to attain as perfection. Still one can, and should, at least, try to be impartial.

History class. Notebooks due. Teacher's pet and her scapegoat are, strange to say, pals. They hand in notebooks that are identical except for the covers. Pet acquires an A; scapegoat draws a D. Result: pet loses his respect, if any, for the teacher and the respect of the rest of the class when the story gets out. Scapegoat likewise loses his respect, if any, for the teacher. Besides, he feels aggrieved. No pupil is inspired to his best efforts when partiality is in power.

•

English class. Paul, the pet, is called upon to recite fifty times during the quarter and is awarded smiles and A's. John, the goat, is called upon only ten times, and is repaid in frowns and F's. Does Paul enjoy his heyday? He does not. He dislikes the limelight. He does not enjoy being pointed out as teacher's pet. His classmates kid him about it. He resorts to poor work to escape the odium. Does John strive to do better to improve his status? He does not. He acquires a what's-the-use complex. Do other members of the class do their best? They do not. They feel that favor is won, not by good works, but by personality and pull. They strive with varying success along those lines. The cause of true education suffers.

Reversed, the situation is no better. Paul the pet is called upon only rarely. The teacher knows he knows his lesson. John the goat is called upon constantly and critically. Result: Paul feels neglected. What's the use to study? He never gets a chance to recite. John feels himself unfairly treated—always being made a fool of. Neither John nor Paul does his best. Nor do the other members of the class. No one likes to see a fellow student either neglected or picked upon.

Playing favorites may do very well at the race track but not in the classroom. I prefer the teacher who gives everyone an equal chance. I like the teacher who calls upon the dummy of the class—if it is his turn—even

though parents, principal, superintendent and all the trustees are there. I prefer the teacher who awards her smiles and her A's, her frowns and her F's, to those who merit them or will profit by them whether the recipients are bankers by inheritance or bootblacks; whether they come from palace or hovel, mansion or flat.

•

And I wish that teachers wouldn't be intolerant. Intolerance is hardly the word, but, with a little explaining, it will serve, perhaps, for want of a better term.

Geography class.

"What is the chief export of Brazil?" inquires the teacher.

"Rubber," says Tommy, with a rising inflection.

"Wrong," says the teacher triumphantly, "you haven't studied your lesson. Coffee is. Now, let's see that you get the next answer right."

What is the effect? Tommy feels hurt, squelched, sat upon. His train of thought is wrecked.

"Oh, well," he says to himself, "if she's going to split hairs — rubber is one of them. . . ."

•

English grammar.

"Take," says the teacher, "the sentence, 'The class elected John president.' How is 'president' used?"

"Object," says Jane.

"No," snaps the teacher, "haven't you studied this lesson? William, how is it used?"

What is the result? Jane is thrown off balance. She doesn't see the difference, and it is not explained to her.

"Well," she mutters, "she didn't need to take my head off."

•

History class.

"When was Jamestown settled?"

"About 1600," says Jack.

"Wrong," says the teacher maliciously. "It was in 1607. Why don't you try to be accurate in your statements?"

Result: the same aggrieved feeling, the same short-circuiting of thought, the same what's-the - difference - those - people-are-all-dead-anyhow feeling.

I do not like the intolerant teacher. She is a wrecker of trains—of thought. She defeats the learning process by interrupting the flow of ideas. The teacher I prefer would have said:—

"Rubber, well, that's important all right. But think a moment of what we learned yesterday." Or,

"Object of the verb? Well, it's in the objective case, certainly, but think a moment. Who receives the action?" Or

"About 1600? Yes, that's pretty close. Can you be a little more accurate and give us the exact date while you're about it?"

I prefer the teacher who is not above handing out a bit of encouragement now and then. I like to see the teacher build the right from the partly right. I do not like the teacher who delights in destroying the partly right only to start over again.

Admire the work of the architect who draws the blue-prints for the skyscraper that towers the sky or the bridge that spans the river. Marvel at the engineer who constructs the great Boulder Dam. Respect the physician who performs the intricate operation that saves the life of a loved one. Praise the artist who paints the sunset hues on the canvas, or the author who interprets the meaning of life on the pages of his book. Wonder at the inventor who harnesses electricity and makes it the servant of mankind. But let us also glorify the teacher who gave them their start. Let us also save some gratitude for the teacher, unheard of though she may be, who teaches the rank and file of humanity.

—Agnes Samuelson, President, National Education Association.

ALTHOUGH there are about 455,000 live English words, 43 are repeated so often that they comprise half of the total number of words written and spoken in this language. Shall we send you this interesting list?

HIGHER arithmetic has developed so tremendously in the past century that today it would require the life-work of at least two geniuses to master it all. But any child can learn all the arithmetic he needs for daily life with THE NEW CURRICULUM ARITHMETICS, Triangle Series—built on the new scientific regraded curriculum plan which makes learning easy, reduces failures, and provides an enriched social treatment.

CONGRATULATIONS will be in order (we hope), when the new arrival in the Winston family is announced at the meeting of the N. E. A. in St. Louis. Be sure to visit the Winston exhibit, Booths C-9-11-13-15-17-19.

SALT is one of the earth's most plentiful substances. Yet today it is still so universally taxed that it continues to be a luxury—in fact the first luxury—of two-thirds of the human race.

"INTEREST in first-year Bookkeeping has never been as high as this year," wrote John R. Barnes, Principal, Grosse Pointe High School (Michigan). The reason—BOOKKEEPING FOR IMMEDIATE USE, Book I, by Kirk, Odell, and Street. Book II now ready; also two sets of tests for Book I.

ALTHOUGH the U. S. represents only seven per cent of the world's population, the American people use as much electrical energy as all the rest of the world combined.

NEW informational books, magnificently illustrated in color, for the reading tables in Grades 1 to 3—THE STORY BOOKS OF WHEELS, SHIPS, TRAINS, and AIRCRAFT, by Maud and Miska Petersham, at a new low list price, 52 cents.

SHORTEST sound in music has the longest spelling. It is the one-sixty-fourth note, or the hemidemisemiquaver.

SMALL indeed is the real solid matter in a human being, because his atoms are as porous as the solar system! If all his unfilled space could be removed, and his electrons and protons rolled together, the resulting lump would be hardly visible to the naked eye. . . . A fact of no practical value, even to those who are reducing. USEFUL SCIENCE, on the other hand, a three-book series for Grades 7, 8, and 9, presents the basic facts of science which, in this industrial and scientific age, *are* important to every citizen.

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Reader Viewpoints

Charlie Likee Cover

Well, Charlie saw it first—the new cover of his favorite Journal, and bursting into my study all smiles and enthusiasm he held up your first issue for the New Year, exclaiming with schoolboy glee: "See, Hon. Education Journal have new suit of clothes for New Year!"

"Yes, Charlie, and perhaps we, too, should drop in at the tailor's for the same. New clothes, you know, spell prosperity."

"Indeed, shine on bald head better than shine on last year's trousers," added Charlie with a chuckle.

"Well, how do you like the new cover?" I asked him.

"Cover catch eye, but contents fill mind."

Charlie's answer was so good that I rewarded him with a copy of *The American Stamp Digest* for January, '36, containing my article, "Latin Inscriptions on the Michigan Centennial Commemorative."

"Charlie," said I, "your son in high school may be interested in the Latin on the Michigan stamp."

To this he answered: "American high school boy take to his Latin much like baby to his spinach."

Charlie joins me in wishing The Journal of Education, editors and staff a Happy and Prosperous New Year.

Yours very sincerely,

GEORGE W. LYON
Pittsburgh, Pennsylvania

•

Democracy's Training Ground

Nearly everyone works for or with some one else. All of us are dependent, to a large degree, on a well ordered society for the necessities of life. In our political and social life we must live and work in close relationship. America has long been proud of the rights and privileges of individuals, which were the basis for the establishment of this nation. More recently it appears that these rights and privileges are being infringed upon by the changing order of society. We have to live together, work together, and play together. There is not room enough for the independent life of another day. Individuals cannot be isolated. Everything one does affects his neighbor. All of this interdependence requires a more intelligent citizenship, a broader view of life, a greater willingness to co-operate, and a desire to live pleasantly with one another. Where can the citizen acquire this much-needed training? In the public schools. The home and institutions do not provide it sufficiently to meet the needs of society. The public school must provide it. The future of the public school is the future of America.

C. G. PEREGOY
Principal,
Woodrow Wilson High School,
Beckley, West Virginia

CAN YOU MATCH THIS for TEACHER TANTRUMS?

A Superintendent sends this story and vouches for its authenticity:—

"Well, Dad, I flunked my algebra test today but it wasn't my fault. The teacher lost her temper. She is new and not so hot anyway, and we are a dumb division. Our class comes the sixth period, and as Miss Equation has been taken for a ride by all the other classes she is all pooed.

"The boys were fooling yesterday so she glared at us and then said she would punish us by freezing as we were not attentive. So she opened all the windows and the boys began to pull up their collars and sneeze. Then she shut the windows and turned on the steam and said she would roast us. You would have died laughing, but we didn't even giggle for she would have blown us out of the room. We pretended to study. Then she said that for punishment she would change the test and soak us. She did. In place of the fifty yes-or-no's, she put twelve problems. No one got over three. I got one. So did Mary, Alice and Eleanor. We all flunked."

Can such dictatorship be cured, and if so, how? Your answer, please! But make it brief.

•

The Teacher Who Balks

The ability to co-operate has always been an attribute of a well organized and healthy mentality. I recall two conversations, one with the director of a retreat for the insane and the other with an official of a state penitentiary, both of whom made practically the same significant statement to me: "The incurably insane and the incurable criminal have one point in common and that is non-ability to co-operate." It would seem, then, that the spirit of co-operation is a natural and desirable part of a normal individual's social life. I have seen of late something of a tendency among teachers to regard almost every requirement that necessitates consideration of the welfare of the entire teaching group, or of the attitude of the community, as an infringement of personal liberty and, therefore, as something to be violently opposed. Such an attitude tends to become a habit and to develop, not a free individual in the best sense of the word, but a cantankerous trouble-maker, whom the school auth-

orities, however broadminded, are likely to avoid as they would a plague.

In any event, it seems to me to be a wise policy to be ready to modify one's own ideas, in the less important matters of life, especially in things which are merely matters of routine procedure, rather than habitually to contest every innovation. If a person has the reputation of being a chronic objector, his influence, when an important matter of principle is in question, is likely to be greatly diminished. The person who is willing to co-operate in things which are largely a matter of opinion and who, when a matter of real principle comes up, stands out unequivocally for that which he believes to be right, is much more likely to be an effective advocate of big things and big principles.

FLORENCE HALE
Editor, Grade Teacher,
New York City.

From a Schoolman's Diary

By FRANCIS READ
A High School Principal

School Elections

The students have just elected the executive committee that manages our big school fair. The personnel of the committee is excellent.

In the many elections which our students hold members of the faculty carefully avoid trying to influence the result. What we of the faculty do try to accomplish is to see to it that every one who wishes to run for office has a chance and that the voting is perfectly fair.

Often as many as ten pupils are nominated for an important position. The first ballot constitutes a primary. Then we take the two highest for the final vote. In this way no one can hold office unless more than half the students vote for him.

The school secretary mimeographs the ballots and pupils vote in the home room period under the careful supervision of the teacher.

Almost without exception the students show great wisdom in choosing those who are to represent them in the various affairs of the school. This confirms my contention that the great majority of high school boys and girls have sound judgment and a right attitude in their school relationships.

An Evening for Parents

One of the features of Education Week was a night session of school. Parents and friends came by the hundreds. We had two-thirds as many visitors as we have students. We had two periods of classes and assembly, the regular session for the day having been shortened by the omission of these features from our program.

Many administrators do not favor a special evening session. They say that normal conditions do not exist, that parents should be enough interested to come around in the daytime.

It seems to me, however, that much is accomplished by having visitation night. You cannot get the men to come during the day, but they will attend in the evening. To be sure the situation is a little unusual, but your visitors find out many things. They get an idea of the nature of the building, of the size of the school, of the variety and extent of the work, of the methods used in the classroom, of the spirit that exists between teacher and pupil. The result will be that the people of the community will have a better understanding and appreciation of what the school is attempting to do and of the problems that exist.

Pedagogical Pennings

By R. L. HUNT

No. 12—The Salesman

BOOK representatives may object to being so classified, but this title includes all who visit the schools with the ultimate aim of sending an order to the company. Some are pests, some are pleasant, some seem to know all about their wares, while others leave the impression that all they know are the weaknesses and faults of their competitors' goods.

We look to the salesman to keep us posted on the latest stories, the political situation in the state and nation, the difficulties of fellow sufferers, and everything in the field of gossip.

The apologetic cuss should be deported. He comes in, makes a lengthy apology for taking a few minutes of our valuable time, and then raves on for an hour.

Next is the fellow who spends all the time talking shop, as contrasted with the fellow who seldom mentions his company or its products.

Being a strong believer in selecting teachers and other employees who know the details of their respective jobs, I seldom pass judgment on materials until those who will use them have made a study or investigation. This is an easy way to sidetrack the boredom of demonstrations.

Another type is the one who spends all his time in trying to pull political wires. Teachers are warned against this specie and the one who resorts to knocking his competitors.

The good salesman with a reputable company explains the merits of his own goods.

Last and least is the would-be high pressure parasite. Common decency prohibits a description of him.

Most salesmen are welcome visitors.

By John C. Stone and Virgil S. Mallory

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Planning a Modern Curriculum

(Continued from Page 104)

the resources available in the home, school, and community, it is desirable to classify and analyze these carefully so that teachers and others will know what the possibilities are. A suggested classification is governmental officials, places to go on excursions, art materials, nature materials, architecture, library and museum, professional persons, skilled workmen, science materials, and communication.

6. *Special Bulletins.* Typical examples of some valuable materials which may be prepared are suggestions on excursions, exhibits, interviews, group discussions, radio, visual aids, summer and other vacations, travel, and drama.

Other Meetings at St. Louis

In addition to the major meetings of the Department of Superintendence, many other organizations and departments conduct programs. Among these are the following: Department of Elementary School Principals, National Association of Deans of Women, Department of Rural Education, Department of Vocational Education, Department of Secondary School Principals, American Educational Research Association, American Association of Teachers Colleges, National Council of Education, National Association of High School Supervisors and Directors, National Council of Childhood Education, National Society for the Study of Education, National Society of College Teachers of Education, National Council of State Superintendents and Commissioners of Education, Department of Supervisors and Directors of Instruction, National Association of Principals of Schools for Girls, National Vocational Guidance Association.

Winshipisms

"Resting is high art."

•

"The age demands great teachers rather than great methods."

•

"A good test of a teacher is the class of books taken from the Public Library by her pupils."

•

"No boy should be abandoned as an impossibility. If he is the limit with you, he may not be with another teacher."

The News Digest
OF EDUCATION

Smith to Council
In Special Office For Next Six Months

WASHINGTON. — The American Council on Education has announced that Dr. Payson Smith, former commissioner of education for Massachusetts, is now associated with the council for the next six months. He will work on special assignment in the field of elementary and secondary education Dr. Smith, who was commissioner of education in Massachusetts for nineteen years, previously was state superintendent of schools in Maine.

Parents Invited
Will Stay in Harvard Dormitory Rooms

CAMBRIDGE, Mass. — Parents of Harvard students are going to get a chance to become undergraduates for an April week-end—if they are courageous enough to risk the strain. Professor Julian L. Coolidge, master of Lowell House, proposed the innovation as a means of giving fathers and mothers an inside glimpse of Harvard life. Parents who accept invitations already sent out will live in dormitory rooms, have meals in the house dining room, and have social and library privileges. They need not attend classes. The parents' week-end will be during the first few days of April.

Review Exams
Effort Being Made To Have Learning "Stick"

SARATOGA SPRINGS, N. Y. — Inauguration of a system of review examinations at Skidmore College, in the hope of making acquired knowledge stick, has been announced by Dr. Henry T. Moore, president. The last week of March has been set aside for re-examination of students in three of the five courses taken a year ago. "Our faculty has reached the conviction," Dr. Moore asserted, "that perhaps the greatest single specific weakness in conventional college courses lies in the impermanence of the knowledge thus obtained. The rate of forgetting too nearly equals the rate of acquiring new knowledge, and as for the average graduate two years out of college, it is doubtful whether he could ever pass the examination by which he originally entered his alma mater. It has been experimentally shown that the student who learns with the expectation of an examination in the distant future will remember what he learns 12 per cent better than the one who expects an examination in the early future."

Schools Open Some Pupils' Records To Police in Aid of Traffic Safety

DETROIT.—The Detroit Board of Education announces an extension of its program in safety education. All of the city's 270,000 public school children are receiving additional training in traffic safety and safe driving. Adequate knowledge of state and local traffic ordinances now is a requirement for graduation in the high schools.

In addition, Superintendent Frank Cody has offered the services of the public schools' Psychological Clinic, under the direction of Dr. Henry J. Baker, to the Police Department in an effort to single out the mentally deficient children who apply for drivers' licenses. Under the present practice, mental deficiency is not a factor considered in the licensing of drivers. Further, the public schools have offered the Police Department access to their student records in order that the department may make a research study of the intelligence rating of drivers who have been involved in automobile accidents.

The public schools, in addition to work on safe driving and traffic safety, are offering a number of other courses dealing with the general subject of the automobile.

Several schools in the city maintain traffic clubs which meet in after-school hours. In these clubs students receive general instruction in problems of safety and driving, in addition to discussions of traffic ordinances.

Slang "Okayed"
Professor Gives It His Stamp of Approval

STANFORD UNIVERSITY, Calif. —Slang is youth's revolt from the confines of the mother tongue—and it's o. k. because it provides a picturesque description — according to Arthur G. Kennedy, Stanford professor of English. "The underworld no longer has a sole claim on slang," Kennedy said. "Certain social and professional and trade groups have adopted slang expressions of their own." Kennedy approved the collegians' slang, which includes "apple polishing" (getting favor with instructors); "goofy" (infatuated); "to bone up" (studying), and sport writers' "attaboy" (for encouragement); "sock" (hit), and "twirler" (pitcher).

Self Help for 1,000

BATON ROUGE, La. — Plans to permit about one-fifth of Louisiana State University's 5,000 students to earn all living and instructional expenses on the university's farm have been practically completed. The idea of young men with more ambition than money supporting themselves during a four-year course at L. S. U. by profitable, communal labor originated in the mind of the late Senator Huey P. Long. The Senator's proposal was to establish an industrial plant near the university to provide work for poorer students. The university will operate a farm instead.

Raps Teachers
Own Benefit Put Ahead of Education

BOSTON.—The teaching profession today, particularly in the primary and secondary schools, has become an "organized type of union labor," the members of which receive a "revenue stamp" from the many schools of education springing up throughout the country, assisting in carrying on "a racket" for the benefit of the teachers and to the detriment of education, Dr. Clarence C. Little, former president of the universities of Maine and Michigan, declared here recently. He scorned the regulations outlined on paper for the qualifications of teachers in the elementary and secondary schools, requirements which do not take into consideration the personality of the teacher and the effect of that personality on children.

Another Duty

Teachers Requested To Explain Democracy

CHICAGO.—American teachers usually have full schedules and plenty to keep them busy, but one of their leaders has suggested another duty for them. It is to be defenders and explainers of political democracy. Dr. G. Bromley Oxnam, president of the DePauw University, in an address here, urged teachers to consider this responsibility. "The teaching staff of America," he said, "must reveal a complete understanding of the values that lie in political democracy. These values must be treasured. They must not be worshiped. They must be used by loyal men and women to bring abundant living to all our people."

New Advisors

Radio Committee Adds Four Members

WASHINGTON.—Commissioner J. W. Studebaker, Office of Education, has announced, at his invitation, the Columbia Broadcasting System and the National Broadcasting Company have appointed representatives to the Advisory Committee of the Educational Radio Project. Those named are Edward R. Murrow, Director of Talks of the Columbia Broadcasting System, and Dr. Franklin Dunham, educational director of the National Broadcasting Company. At the same time it was announced that Dr. Ned H. Dearborn, dean of the Division of General Education, New York University, and Mrs. Sidonie Gruenberg, director of Child Study Association of America, New York City, have also accepted Commissioner Studebaker's invitation to become members of the Advisory Committee.

Rewrite History

Soviets Would Make It More Interesting

MOSCOW.—The Council of People's Commissars has ordered creation of a commission to rewrite all Soviet school history books. Emphasis will be placed on preserving the ideals of Marxism and Leninism, scientifically eliminating abstractions and making history generally interesting to students.

Exchange Visits

British and German School Boys Enjoy Plan

EDINBURGH.—Contact between British and German schoolboys formed under an arrangement for "excharge visits" between schools of the two countries, was one of the chief subjects of discussion at the conference of headmasters held in Edinburgh Academy recently. "The German authorities are keen that there should be understanding between the boys of Germany and the boys of Britain," said John Bell, high master, St. Paul's, London. From St. Paul's, he said, the party of scholars who went to a German school on an "exchange visit" consisted mainly of boys between fifteen and seventeen. They had a strenuous time and came back full of enthusiasm. Their knowledge had been enormously extended, he declared. The experiment was interesting, Mr. Bell added, as the exchanges which had taken place were between the most military of the Prussian schools and the least military of English schools.

Money in Oil

University's Revenue Comes from Own Wells

AUSTIN, Tex.—Discovery of vast oil reserves on land once regarded as worthless lifted the University of Texas's "land poor" endowment to one of the South's richest. Spouting crude oil from 9,000 wells in West Texas contributed $19,151,115 to the school's current endowment of $22,445,036. Bonus and rental on mineral leases added $2,640,036; sale of fifty leagues of land, about 220,000 acres, netted the fund $653,029 more. Nearly 100 years ago founders of the then Republic of Texas granted the school fifty leagues in North Central Texas. Fifty years later the land was sold, at an average price of $3, and 1,000,000 acres set aside as an endowment in West Texas. Another 1,000,000 acres were added later. Located in semi-arid West Texas, the land was virtually worthless. It was unsalable and unleasable and considered so valueless, said President H. Y. Benedict, "that it was surveyed quite inaccurately and in large blocks in order to avoid the expense of subdivision." The inaccurate surveys netted the university approximately 100,000 acres excess, included in which were some of the most valuable oil properties.

Would Unionize

Unemployed Teachers Seek Improved Status

LYNN, Mass.—Unemployed teachers working on ERA projects are seeking to join forces with the Federation of Architects, Engineers, Chemists, and Technicians as a means of bettering the present status of instructors now on work projects. A formal request for amalgamation with the FAECT has been made by a delegation of fifty Lynn teachers, now engaged in various ERA-WPA teaching activities, such as Americanization, adult education, and the like. These teachers have their own organization, but declare that they are receiving no suitable recognition from federal authorities, who regard the group as merely social. The teachers wish to become affiliated with "an aggressive labor association," such as the FAECT has become. This request of Lynn ERA teachers is expected to be the forerunner of several such movements, especially if the FAECT decides to accept their applications.

New York City Launches Test Of "Fast" and "Slow" Learners

NEW YORK.—Fifty "fast learners" and 175 "slow learners," selected from New York's 700,000 elementary school children, recently found themselves on the threshold of an educational experiment. Benjamin B. Greenberg, assistant superintendent of schools in charge of the project, stated that the first step would be to have the children become acquainted with each other and with their teachers until an individual program for each child could be worked out on the basis of his own requirements.

The successful pupils, all between seven and nine years old, were chosen largely on the basis of Binet intelligence tests, he said, but he insisted that one of the purposes of the new school would be to determine whether or not these tests showed anything more than speed in learning.

The "slow learners" were chosen for I. Q. ratings between 75 and 90, just below the so-called normal level. They would receive the same intensive teaching, Greenberg explained, as the "fast learners," in an effort to determine what factors had tended to slow up their responsiveness to education.

The program of individualized education so far blocked out for the new school, he said, involved an initial attempt to learn each child's special points of strength, in order to frame a program along the project method which would most develop and supplement them.

"It is part of a five-year program," Dr. Greenberg declared, "through which we want to find out just what these levels of intelligence are, and how we can devise curricula and teaching methods best adapted to each one."

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Among the Schools

Parsons (Kansas) Now Operating On "Six-Four-Four" Pattern

PARSONS, Kans. — The public schools of Parsons, Kansas, are this year operating on the "six-four-four" plan of organization. The new step in organization was taken at the opening of schools in September after the administration, under Superintendent Rees H. Hughes, had been looking toward it for several years and after the board of education early in 1935 had given formal approval to the plan. The system for a number of years has had six-year elementary schools, three-grade junior high schools, three-grade senior high school, and a two-year junior college, which was housed with the senior high school. The six-year elementary schools remain undisturbed by the new arrangement.

The new plan was instituted to afford a better service to the youth of the city through a simplification of organization, a strengthening of both junior high school and junior-college units, an improved continuity of the curriculum, and improved articulation within the whole system. In putting the reorganization into effect the authorities are being advised by Leonard V. Koos, professor of secondary education at the University of Chicago, long a student and advocate of both the junior high school and the junior college.

Learn by Doing

Success Crowns El Paso's Experiment

EL PASO, Tex. — "Learning by doing," an educational principle being emphasized by Dr. M. E. Broom, El Paso's assistant superintendent of schools in charge of curriculum, was illustrated recently in a highly successful experimental course of six weeks conducted by Miss Dorothy Emig. The work was embodied in an integrated course of study, history, reading, spelling and all other subjects being taught in relation to the subject in hand and in relation to one another. Periods of definite length were abandoned, and one day more might be devoted to history and another day more time devoted to geography. The children were tested on the subject before the work started to ascertain how much they knew about the subject. At the end of the course the same test was repeated to measure progress, and an additional measurement was provided in a second test involving questions not asked in the original tests. "Miss Emig's results," Dr. Broom stated, "leave no doubt that the pupils learned as much or more on the average than they would have learned in formal recitations."

Broome Reappointed

PHILADELPHIA. — Dr. Edwin C. Broome has been reappointed superintendent of schools of Philadelphia for a six-year term. He has been superintendent of the schools of Philadelphia since 1921.

Check Behavior

Purpose to Aid Child in School

WILKES-BARRE, Pa.—As a basic step toward an improved individual guidance for school children, Wilkes-Barre recently made a detailed observation of pupils' behavior. Cases studied were those that required special individual aid, such as delinquent pupils, those with academic difficulties and high school students who intended to enter college. To aid the child in acquiring certain social skills and constructive character traits is regarded today as being quite as much the task of the school as instruction in reading, writing and other academic subjects. The purpose of the guidance movement is to fit individual children into the great mill of mass education, while gradually attempting to change the emphasis of public school education from subject teaching to citizenship training.

Give Pennies

Missouri Poets' Home Furnished by Pupils

ST. LOUIS, Mo.—Period furniture from the 1840's and the following decade is being sought to furnish the boyhood home at 634 South Broadway of Eugene Field, Missouri poet, with $867.09 in pennies. This was the total which St. Louis school children gave toward a fund to make a memorial museum out of the ninety-year-old house where the boy Field spent his early years from infancy. The figure was announced from the office of Superintendent of Schools Henry J. Gerling.

"Don'ts" for Girls

Boys List Their Pet Objections

SAN DIEGO, Calif. — The high school girl who would her boy friend's admiration keep will never: 1. "Cuss" in public. 2. Dry or bleach her hair. 3. Use too much make-up. 4. Smoke excessively. 5. Wear trousers. 6. Try to act sophisticated. 7. Giggle and talk loudly on street cars. 8. "Bum" cigarettes. 9. Gossip. 10. Paint fingernails bright crimson. Anyway, stirred by a list of social don'ts for men, compiled recently by Hollywood chorus girls, trousered members of a San Diego high school public speaking class, instructed by W. A. Hamman, prescribed these ten unpardonable offences for Gray Castle girl students, a special boys' edition of the Russ, school paper, reported recently.

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For Safer Driving

Los Angeles Judge Co-operates With Schools

LOS ANGELES, Calif. — Teaching the reasons behind motor vehicle laws is the new method used by Juvenile Court Judge Robert H. Scott to reduce traffic violations among boy and girl drivers. As he took over his new assignment in the Superior Court here Judge Scott voiced a policy of "co-operation with our city and country schools in a more extensive series of classes in our vehicle laws and the arithmetic of safe driving." Traffic classes will continue at Central Junior High School to which the juvenile judge and the traffic judges recommend violators.

Means Pay Cut

Limiting Boston Budget Would Strike Teachers

BOSTON.—Teachers and other employees of the Boston school department would have to accept wholesale salary reductions if the Legislature should adopt the recommendation of the Boston Municipal Research Bureau that school expenditures be limited to $16,000,000 a year. This statement was made by Alexander M. Sullivan, business agent of the school committee, at a hearing before the legislative committee on municipal finance, on legislation pertaining to the school department. "If the amount is limited to $16,000,000 it will be $1,400,000 less than was appropriated in 1935 and will mean wholesale reduction in salaries," he said. "Every employee will lose $500 of his maximum." Sullivan requested the committee to take no action on the recommendation of the research bureau or on the report of the special commission on municipal finance until after the school budget has been completed. He said the budget this year will call for about $17,400,000.

Lack of Training

Talents "Plowed Under" For Want of Schooling

PHILADELPHIA. — The talents of young persons are being in effect "plowed under" because of the lack of free training for high school graduates, said Miss Edith G. Gwinn, special assistant in the Philadelphia school division of compulsory education, in a recent statement. To remedy this condition she proposed the creation of a free city college and of more vocational schools. New facilities for giving worthwhile training to girls and boys between 16 and 25 would do a good deal, she said, to prevent youthful enthusiasm from turning into desperation and to guide instead into productive channels.

None Tardy

Pre-School Radio Program Attracts

DETROIT. — No tardy scholars trickle into classrooms at Cass Technical High School. And the device that is making early birds of former sleepyheads is raising a crop of radio talent. Each morning at 7:35 o'clock the auditorium of Cass Tech is filled. Pupils come to listen to broadcasts by their classmates, who are specializing in dramatics, and who have an ambition, perhaps, of becoming radio stars. Over the public address system, they hear their own amateur show, consisting of short plays, news bulletins, talks, interviews, music and humor. The talent of one pupil after another is paraded for the entertainment of his schoolmates. Even the bashful can perform, being hidden from the audience by a curtain. The plan was conceived by the dramatics instructor, Francis Belcher. "The purpose," said he, "is to give students radio experience and confidence in their abilities. At the same time, it is designed to entertain and inform those who arrive at school before classes start."

• •

Treasure Hunt

A series of four words in an advertisement in this issue is composed of these letters:—

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Find the words; locate the advertisement; mail your discovery excitedly to Journal of Education Treasure Hunt, 6 Park Street, Boston.

If yours is the first correct answer to be mailed from your State—huzza!—you win a four-months' subscription to this Treasureful Journal; for yourself if you have not won recently; otherwise for a friend.

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The eurekas for January 20 arose from the finding of "Unexcelled Service" on Page 56.

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These three texts are entirely new units of the ***Health-Happiness-Success Series by Burkard, Chambers, and Maroney.***

The great popularity and wide usage of this series in its original and revised forms justify these new books which reflect the very latest presentation of a health education course for the middle grades. Within a short time books will likewise be available for grades seven and eight.

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Book Reviews

A Notable English Series

ENGLISH ACTIVITIES. Three and six book series for the elementary grades. By W. Wilbur Hatfield, Head of English Department, Chicago Normal College; Professor E. E. Lewis, Ohio State University, Columbus; Vera G. Sheldon, Supervisor of Elementary Education, National College of Education, Evanston, Ill.; Kathleen G. Plumb, Principal of Belleair Elementary School, Clearwater, Florida; and Elizabeth Guilfoile, Assistant Principal, Heberle Elementary School, Cincinnati, Ohio. Cloth. Boston, New York, Cincinnati, Chicago, Atlanta, Dallas, San Francisco: American Book Company.

This optional three-book or six-book series for elementary grades combines a number of unusual features which render it worthy of attention.

First, it is organized about a succession of themes which correlate English with geography, science, social science and other studies.

Next, it aims to develop oral and written expression without undue interference from mechanical rules. Not that such rules are ignored. They are merely held in their proper bounds. Instead of a confusing multiplicity of rules, more emphasis has been put upon thorough learning of the really important ones. Since each set of rules is preceded by a diagnostic test, pupils who do not need the drill may be excused from it.

Clear, succinct guideposts are set up at frequent intervals, to assist pupils in forming desirable habits of communication.

English for every social situation should attain a healthy growth under the inspiration afforded by these texts. They should help to remove the dread that frequently hangs over the English period in the elementary and higher schools.

• •

Presents from the Past

HOW OUR CIVILIZATION BEGAN. By Mary G. Kelty. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

How eagerly must any normal boy or girl undertake the assigned lesson in such a book as Miss Kelty's "How Our Civilization Began." For here at last is a history of ancient times which succeeds in getting the viewpoint of the child; taking him where he lives and transporting him thousands of years backwards until he can really see the things his forebears, 'way back there, were doing for him.

One by one the hard problems of individual and social life were met and solved. The child is shown the problem first, and then the solution. His interest is aroused before an effort is made to inform or instruct him.

The language is particularly clear and simple. The story is straightforward and entrancing. Things and ideas that we see all about us today are revealed in three dimensions instead of the two flat ones ordinarily manifest.

• •

A Good-Will Geography

NATIONS AS NEIGHBORS. By Leonard S. Packard, Teachers College of the City of Boston, and Charles P. Sinnott. New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

This well known text in commercial geography appears in its second revision, with factual data brought up to the present and with various improvements.

It is a comprehensive picture of the geographic conditions and conditioning influences of the nations of the earth. The idea of interdependence is repeatedly advanced, as the panorama of continents and countries unrolls before the student.

A profusion of colored maps is provided, as are many illustrations in black and white. But the book gains even more from the written text and the spirit of understanding which animates its authors and is consistently conveyed to the reader.

• •

Underlying Theory

A PHILOSOPHY OF EDUCATION—Based on Sources. By Quincy A. Kuehner, Professor of Education, Teachers College, Temple University. New York: Prentice-Hall, Inc.

In this work, "A Philosophy of Education," Dr. Kuehner has assembled in orderly arrangement many of the wisest utterances of the ablest thinkers on this subject.

While it is composed almost entirely of quotations, these are so marshaled and combined as to build up a consistent and well reasoned whole.

The effect is somewhat like that of seeing a flower growing in a motion picture. Educational philosophy has been a growth. No doubt its development will continue.

A treatise of this sort, for younger and older students of educational theory, needs to be prepared by one who is himself a gifted organizer of thoughts. The masterly touch is present in this book, which is both readable and constructive.

• •

Which Doorway

A GUIDE TO THE CHILDREN'S HOUR. Volume XI. Boston: Houghton Mifflin Company.

Who would think of setting a child loose in a palace of ten thousand doors without a guide? Yet this has been a frequent practice in the domain of literature, where boys and girls must try first one doorway and then another until, in bafflement or disgust, they may turn away from books forever.

This eleventh volume of the admirable series called "The Children's Hour" ministers to a real want.

For in this "Guide" one finds, first of all, what doorways are best suited to what sizes of boys and girls—by the yardstick of their ages.

Again the "Guide" points out which doors will yield fresh information or interest in connection with school studies—English, history, geography, or the appreciation courses in art and music.

Whether the "Guide" is consulted directly by the child or employed in his behalf by teacher or parent, the benefits should be such as to deserve the child's everlasting gratitude.

An unusually fine job has been done by the writer of this "Guide" in producing a serviceable and attractive manual—not just an index in dress clothes.

• •

A History of Industry

MAN'S WORLD AND WORK. By Eleanor Perret, Haaren High School, New York City. New York, Boston, Chicago, Atlanta, San Francisco, Dallas, London: D. C. Heath and Company.

Designed more especially for students in industrial classes, this history of industry lays emphasis upon present conditions, and, in fact, devotes about half its pages to the present.

The author starts with medieval times rather than ancient, because most of the significant changes in methods of commerce, agriculture, and manufacturing have occurred since that period.

The work is divided into eighteen chapters or units, some of which can be omitted if time is limited, without disturbing the continuity.

Large, clear print and an abundance of well chosen illustrations serve to dress up this ably written text.

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Grins Between Grinds

Didn't Do Nuthin'

The teacher was busily writing on the blackboard. Maurice, a sometimes problem pupil, was seen by his classmates to thumb his nose at his teacher. A subdued snicker caused her to turn inquiringly around.

"What is the trouble?" she asked.

Up shot the none too clean hand of Frankie.

"Miss Burns, Maurice made a funny motion to you."

"Maurice, what did you do?"

Maurice, squirming, but a bit defiant, "I didn't do nothin', Miss Burns."

"Now, Maurice, tell me the truth. What did you do?"

"Honest, Miss Burns, all I did was to give you a finger wave."

• •

Rah-Rah-Rough!

Ball—"What is silence?"

Hall—"The college yell of the school of experience."

• •

Poor Eye for Figures

A Los Angeles car owner was having his eyes tested for a driver's license. Pointing to a chart on the wall, the examining officer asked the man to identify the things he saw.

"What is in the large circle in the centre?" he asked.

"That is the figure 18," the man replied.

"Wrong," said the officer, "that is a picture of Katharine Hepburn talking to Mae West."

• •

Such Growth!

Two men had dined too well and were walking home. Presently one of them leaned heavily on his friend.

"D'you know," he said, with a far-away look in his eyes, "that when I was born I weighed only seven and a half pounds?"

"Mosh remarkable," said the other weakly. "Did you live?"

"Did I? You should see me now. I weigh 165."

• •

Uncertainty

Judge—"But didn't you feel the thief's hand going into your pocket?"

Absent-minded Professor—"Yes, but I thought it was my own."

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INDEX TO ADVERTISERS

	Page
Abbott, The Grace M. Teachers' Agency	122
Albert Teachers' Agency	122
Allyn and Bacon	124
American and Foreign Teachers' Agency	122
American Book Company	94
Boston University	122
Cary Teachers' Agency, The	122
Fickett Teachers' Agency, The	122
Fisk Teachers' Agencies, The	122
Ginn and Company	92
Heath (D. C.) and Company	90
Houghton Mifflin Company	123
Journal of Education	117
Kellogg's Teachers' Agency	122
Longmans, Green and Company	123
Lyons and Carnahan	119
Macmillan Company, The	106, 107
Merriam (G. & C.) Company	123
Newson and Company	117
Palmer (A. N.) Company, The	90
Rocky Mountain Teachers' Agency	118
Row, Peterson and Company	91
Sanborn (Benj. H.) and Company	114
Scott, Foresman & Company	109
Silver, Burdett and Company	90
Teachers' Exchange, The	122
Wilson-Way School Photography	118
Winship Teachers' Agency	122
Winston (The John C.) Company	105
World Book Company	109

See also

DIRECTORY of School Equipment and Services Page 121

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